Welcome. Dear Chabot Community Member,

Welcome to Fall 2023 Program and Area Review! PAR is on a three-year cycle (Fall 2021 is the comprehensive review and planning year; Fall 2022 and Fall 2023 are annual update years). This is the second "Update Year" in which you will need to reflect on aspects of your own PAR submissions and the overarching campus trends from the Fall 2021 Comprehensive PAR and Fall 2022 Update PAR Years. Please collaborate with your dean/manager to receive feedback before entering your PAR responses here (and for resource requests, enter into **Cognito**).

Thanks,
The Program and Area Review Committee

*Please remember that Qualtrics is not a collaboration tool and partial responses can get lost. You should only enter your PAR into Qualtrics once you have finished the steps of collaborating with your program/area teammates and/or your Dean/manager and have a final draft.

Is your PAR ready to submit as a final draft?

◉ Yes
○ No

Q2. Background Information

Q3. Name of Your Program/Discipline/Area/Service, Division, and Organization Unit

Name of Program, Discipline, Area or Service	History ⌄
Division	Social Sciences ⌄
Organizational Unit	Academic Services ⌄

Q4. If you selected "Not Listed" in the previous question, please enter your Program/Discipline/Area/Service name here

This question was not displayed to the respondent.

Q5. Name(s) of the person or people who contributed to this review:

Mark Stephens, Michael Thompson. Juan Pablo Mercado

Q6. Which PAR Template (word template) did you fill out?

*Please check this <u>list</u> to make sure that you filled out the correct template.

- ⦿ Academic Programs
- ○ Student/Admin Services/Office of the President

Q7. Campus-Wide Issues

Q38. Reflections on Annual Priority Progress in Academic Year 2022-23

Context: The Planning and Resource Allocation Committee (PRAC) establishes **Annual Planning Priorities** based on collegewide trends in PAR responses, experiences from grant and categorical fund managers, and issues raised in PRAC. In brief, the planning priorities for 2022-2023 were to:
1) Develop support networks to link students to Pathway Success Team members and services;
2) Expand Chabot's connection to the external community to expand students' access to basic needs support and work-based learning opportunities and careers; and
3) Improve student interfaces (e.g., marketing, website redesign, virtual ways for students to access services).

Question: What progress did you see in any of these annual planning priorities?

> Greater outreach efforts have been prioritized at the district level Infrastructure for online student support developed and improved (e.g. Online tutorial support in Learning Connection and Instructional Technology Assistant hires)

Q39. **Question:** If you could advise college decision makers how to make better or more efficient progress on any of these annual planning priorities, what would you say?

> There is a continued need to support our students in the online learning process. Although it has been a few years since the shift to the online learning modality it is clear that students could still benefit from regular support in navigating online curriculum. We believe that the campus has made this a priority but also understand that there needs to be more support available for students on a consistent basis. Much like the trainings and review process for faculty we believe it would be beneficial to incorporate more high touch strategies that support our students in this particular area.

Q8. **Context:** For 2023-24, PRAC put forward <u>seven recommendations</u> for consideration based on their analysis of the <u>Fall 2022 Program and Area Synthesis Statement</u> and the <u>Mission Critical Priorities</u> in the Ed Master Plan, experiences from grant and categorical fund managers, and the 2022-23 President's College Planning Initiatives.

Question: How important do you believe it is to address the following issues to support Chabot in carrying out our mission? Please drag the response options and order them from most important (1) to least important (7).

Access and implement post-pandemic college policies and procedures to respond to the needs of students and employees	**1**
Improve student access from application to registration	**2**

Scale successful practices from grants, categorical endeavors, and learning communities	**3**
Dedicate resources for implementation impending mandates, such as Cal-GETC, AB705/1705, etc.	**4**
Build an accountability structure for recommendations that have college-wide scope to ensure continuous improvement	**5**
Improve fluency with business and HR processes	**6**
Affirm and improve program and area review resource requests to reduce inappropriate or duplicate resource requests	**7**

Q9. **Question:** If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional).

One challenge the discipline faces is the surge in fake students enrolling in courses. Our enrollments have taken a significant hit in our attempt to weed out these "students". While opening week assignments can weed out most of these students, the temporary unavailability of our courses discourages students from attempting to enroll before semesters begin and once the semester starts. Only the most persistent of students will attempt to enroll only after fake students have been dropped. We realize that this is a nationwide issue. Until the state initiates an effective technological response to this issue, the college and district needs to develop a unified policy that allows faculty to drop reasonably suspect false enrollments before the semester begins to give legitimate students the opportunity to enroll.
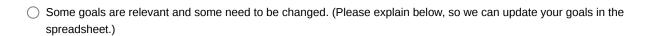
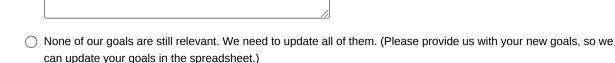## *Q10.* **Reflections on Goals Established in Fall 2021 PAR**

Q11. **Context:** In Fall 2021 PAR (the last comprehensive PAR year), after reflecting on data, you established program/area goals to support continuous program improvement and/or the college mission. This spreadsheet lists the goals that you first established in Fall 2021 and updated or confirmed in Fall 2022.

Question: Keeping in mind, you only have one year left in this PAR cycle to accomplish these goals, please take a look at your goals to determine:

- ⦿ All goals are still relevant and nothing needs to be changed or added.
- ◯ All goals are still relevant, but I would like to add an additional goal. (Please fill in your new goal, so we can update the spreadsheet.)

- ◯ Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.)

- ◯ None of our goals are still relevant. We need to update all of them. (Please provide us with your new goals, so we can update your goals in the spreadsheet.)

[text box]

Q12. **Context:** You established goals in Fall 2021 and presumably are well underway in working on these goals. You will be asked to report on the outcomes of these goals in the first year (Fall 2024) of the next comprehensive PAR cycle (PARs submitted in Fall 2024-Fall 2026).

Question: What are the statuses of your program's/area's goals right now?

○ All goals are achieved.

○ Some goals are achieved and some are in progress.

● All goals are in progress.

○ Some goals are in progress and some are not started.

○ No goals are started because... (please explain in text box below).

[text box]

Q13. **Context:** To assess how well you are doing with respect to meeting your program's/area's goals, you included and/or updated **expected goal outputs and outcomes** in your Fall 2021 and Fall 2022 PARs.

"Outputs" are direct short-term results like # of students served, workshops held, etc. Longer-term goals might also have expected *outcomes*. "Outcomes" are longer-term results, like course success rates or degrees earned. Goals are often measured by whether "outputs" or "outcomes" are achieved. The Office of Research, Planning and Institutional Effectiveness (ORPIE) posts a variety of data for programs/areas to assess goal "outcomes": enrollments and success rates, enrollment management, success rates of online vs hybrid vs face-face-classes, degree and certificate awards, and more. To request additional data for goal assessment, please fill out a research request form by Friday September 22, 2023. ORPIE will process requests in the order received. ORPIE will let you know whether they have the requested data and/or how your program/area could collect your own.

Question: So far, what is going well regarding completing your program's/area's goals? Please include reflections on achievement of outputs or outcomes.

We will be submitting a request to faculty prioritization to replace a recent retire of history professor Jane Wolford. In the last three years we have had two full time history professors retire (Rick Moniz and Jane Wolford) and have not replaced either of those lines. More to the point professor Wolford developed and taught the women's history series which is a critical aspect of our history program and essential to fulfilling the mission of this campus. The hiring of a full-time historian with a specialty in women's history is a priority for the history program.

Q37. **Question:** What are some challenges regarding completing your program's/area's goals? Please include reflections on challenges with producing outputs or outcomes so far.

> One challenge the discipline faces is the surge in fake students enrolling in courses. Our enrollments have taken a significant hit in our attempt to weed out these "students". While opening week assignments can weed out most of these students, the temporary unavailability of our courses discourages students from attempting to enroll before semesters begin and once the semester starts. Only the most persistent of students will attempt to enroll only after fake students have been dropped. We realize that this is a nationwide issue. Until the state initiates an effective technological response to this issue, the college and district needs to develop a unified policy that allows faculty to drop reasonably suspect false enrollments before the semester begins to give legitimate students the opportunity to enroll. With the pandemic receding, significant enrollment pattern shifts remain. Demand for online sections remain high, while demand for in-person course is more slowly returning. Recruitment to the major needs to be adjusted to account for this shift and undertake the more difficult task of recruiting online.
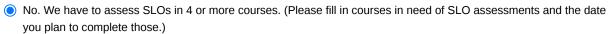
Q14. **Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)**

Q41. **Context:** Assessment for SLOs and PLOs happens at varying times of year on a five-year cycle. SLO and PLO assessments are submitted in CurricUNET/META. Please take a look at the SLO Completion Report* and the PLO Completion Report* to answer the questions below. If you have any questions about how to find your prior assessments, please email the co-chairs of Outcomes and Assessment Committee Julie Coan (jcoan@chabotcollege.edu) and Safiyyah Forbes (sforbes@chabotcollege.edu), or the curriculum specialist Meray Aghyarian (maghyarian@Chabotcollege.edu).

Q15. **Question:** Is the assessment for all SLOs in your program up to date?

○ Yes

○ Almost. We just need to assess SLOs in 1-3 courses. (Please fill in courses due for SLO assessments and the date you plan to complete those.)

> [ ]

◉ No. We have to assess SLOs in 4 or more courses. (Please fill in courses in need of SLO assessments and the date you plan to complete those.)

> Working with CC to complete by end of
> Fall 23
> (1,7,8,12,42,43,48,52,53,62,63)

Q16. **Question:** Has your program completed a PLO assessment in the last five years?

○ Yes

◉

No. Please explain why and include when you will complete the updated PLO assessment.

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This will be the third year of the
History AA-T.  For next year's
comprehensive PAR, we will include a
full assessment of the PLO
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Q17. **Context:** Chabot strives to continually improve how we serve students and the community (assessment and continuous improvement are also requirements for accreditation). In your SLO assessments in CurricUNET/META, you are asked: "Based on assessment results, what actions might your discipline take to improve student learning?" Similarly, in the prior PLO assessments you were asked to describe "recommended changes/actions," and in the updated PLO assessments you are asked, "What are you planning to start doing, stop doing or change in order to continuously improve your program?" In the comprehensive PAR year (not this update year), you will be asked to report back on how your actions to improve SLOs and PLOs impacted student learning. In this update year, we are simply reminding you that your actions and plans to improve student learning, based on SLO/PLO assessment results, should be underway.

If you want to see how you responded to these SLO/PLO continuous improvement questions:
 • Go to the SLO Completion Report and the PLO Completion Report.
 • Look up your program by division, subject, and program name. There will be a hyperlinked "x" in the column for the year in which you submitted your SLO/PLO assessments.
 • Click on the "x" and you can look up what you submitted as plans for SLO and PLO continual improvements (i.e., your responses to the questions on actions to improve student learning and continuously improve your program).

If you have any questions about how to find your prior assessments, please email the curriculum specialist Meray Aghyarian (maghyarian@chabotcollege.edu).

Question: Please check one of the following boxes to describe how your discipline is doing with regards to plans/actions for improving student learning based on SLO/PLO assessment data.

○ Great! We have made significant progress in implementing our plans to improve student learning and our program.

◉ Good. We have started some actions, but we still have work to do.

○ Not so good. We haven't started yet. Please fill in your plans to address below. (Example fictitious response: "Based on our SLO assessment in Fall 2021, we decided we wanted to build lessons specifically geared towards boosting students' scientific writing skills. But with Covid-19 hitting and having to constantly pivot with online and face-to-face modalities, we just haven't had time to work on the lesson plan. In our discipline meeting this December, we will invite all full-time faculty, part-time faculty and our Dean and we will put together a team to work on the lesson plan.")

Q18. **Service Area Outcomes (SAOs)**

Q19. **Context:** At least two Service Area Outcomes (SAOs) should be assessed once every five years. Please take a look at the SAO 2022 Assessment Update Spreadsheet to answer the following.

Question: Please check the statement that best describes your program's/area's SAO assessments.

Q20. From Goals and SLO/PLO/SAO Continuous Improvement Plans to Resource Requests

Q21. **Context:** The basis for Chabot's resource allocation process is grounded in reflections on: 1) PAR goals, 2) plans for improving student learning that are grounded in SLO and PLO assessment results, and 3) SAO assessment results. Please consider what augmentations or new resources might be needed to achieve: 1) your PAR goals, 2) plans to improve student learning, and/or 3) reach SAOs.

Question: Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources?
**Note you will still need to enter resource requests into Cognito after submitting your PAR on Qualtrics.

> We will be submitting a request to faculty prioritization to replace the recent retirement of history professor Jane Wolford. In the last three years we have had two full-time history professors retire (Rick Moniz and Jane Wolford) and have not replaced either of those lines. More to the point professor Wolford developed and taught the women's history series which is a critical aspect of our history program and essential to fulfilling the mission of this campus. The hiring of a full-time historian with a specialty in women's history is a priority for the history program.

Q22. **Optional: Campus-wide Reflection on Current Issues**
This optional section of the update-year PAR contains question(s) on current issues impacting our campus.

Q40. **Question:** Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?)

> Though slowly improving, Chabot's enrollment is far from reaching pre-COVID-pandemic levels. This impacts our funding. What are your thoughts on how we should respond? (e.g., ensuring smooth process for students from application to enrollment, mass retention campaign, mass marketing, planning for a smaller college, providing in-person/hybrid/hyflex course instruction and service delivery, other?) The district needs to be more inventive in encouraging students to attend the colleges. It's hard to compete against other districts (e.g. Peralta) when they offer free enrollment. What has the district done to encourage students to come to its colleges? In a region in which students have a wide variety of schools from which to choose, the district needs to engage in the competition. Billboards simply won't be enough. We need to offer students both an academic and economic reason for attending our school. In addition, the school needs to become a more welcoming place. For example, at the beginning of every academic year the district closes its campuses to hold meetings. How welcoming is that? Instead, the campus should be opened up to encourage last-minute enrollments, welcome new and returning students, offer resources, training and support to help students start the school year prepared and eager. During those first two days, instructors could be on campus preparing to teach and participating in efforts to recruit. It could be a true Open House without the burden of negotiating class schedules and assignments. (Any meetings the district and/or colleges need could be held on Friday of the 1st week.) There is a continued need to support our students in the online learning process. Although it has been a few years since the shift to the online learning modality it is clear that students could still benefit from regular support in navigating online curriculum. We believe that the campus has made this a priority but also understand that there needs to be more support available for students on a consistent basis. Much like the trainings and review process for faculty we believe it would be beneficial to incorporate more high touch strategies that support our students in this particular area.

Q43. **Question:** As you know, President Cooks assumed the role of Chabot's 10th College President on August 1, 2023. If your program/area could tell President Cooks one thing he needs to know about your program/area, what would it be?

The demand for online courses in the History discipline reflects a shift that began with the pandemic and continues to effect enrollment patterns in our discipline. While calls for more on-campus offerings are understandable, they must be understood and responded to in studied and nuanced ways. Is the demand for more on-campus courses collegewide? Are there particular majors or programs that are in need for this increase? How can the college intelligently increase its on-campus course offerings? Can this increase be partnered with effective marketing and student financial and academic support strategies? These are questions that instructors in the discipline have.

Q24. Thank you for completing the annual update questions for the Fall 2023 PAR! **But WAIT!! You might not be quite done yet...**

Resource Requests: Have you completed all your resource requests? If not, go to the Resource Requests Form to add or update requests for: contracts and services, equipment; facilities; human resources; professional development, travel and conferences; supplies and software; or technology.

Location Data

Location: (38.5662, -121.5525)

Source: GeoIP Estimation